DOCUMENT RESUME

ED 361 090 PS 021 631

AUTHOR Marx, Fern
TITLE National School-Age Child Care Alliance (NSACCA): National Survey Results. Draft Report.
INSTITUTION National School Age Child Alliance, Wellesley, MA.
PUB DATE Apr 93
NOTE 11p.
PUB TYPE Reports - Research/Technical (143) -- Statistical Data (110)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Certification; *Child Caregivers; Definitions; Educational Attainment; Elementary Education; *Employee Attitudes; Inservice Education; Job Satisfaction; National Surveys; Professional Training; *School Age Day Care; *Staff Development; Tables (Data)

ABSTRACT

Presenting preliminary results of a National School-Age Child Care Alliance study of child care providers, this report is an initial analysis of 250 out of 427 questionnaires received as of April, 1993, representing practitioners in 40 states and 180 cities. Tables present data from responses to 16 items on the questionnaire soliciting information on respondent characteristics, training, and attitudes regarding the school-age child care (SACC) field. Data presented include the following: (1) 51% of the respondents thought that the definition of SACC should be expanded to include summer camp, 37% thought it should be applied to 13- to 15-year-old children, and 29% thought it should include recreation and sports; (2) 79% of respondents were in favor of professional certification for SACC providers; (3) the average length of respondents' employment in the SACC field was 7.2 years; (4) the most common title of respondents was director; (5) respondents' most common areas of preparation were early childhood education and elementary teacher education, and 54% of respondents had obtained a bachelor's degree and 28% a master's degree; (6) concerning training options, 35% of respondents found workshops, seminars, and institutes to be most helpful, 32% found inservice training most helpful, and 22% favored conferences; and (7) 89% of respondents planned to continue working in SACC, while those who were not planning to continue cited demanding work and poor pay among their reasons for leaving. (BCY)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
X Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED 361 090

National School-Age Child Care Alliance (NSACCA)

National Survey Results

Draft Report
April, 1993

The following information is based on the initial analysis of 250 out of 427 questionnaires returned as of April 21, 1993. In interpreting the survey results, it should be remembered that this is a voluntary survey and may not represent the opinions of all professionals involved in school-age child care.

Responses were received from 40 states, the majority of states were represented by three or less programs. States with a larger number of responses include: Minnesota (N=25), California (N=22), Ohio (N=20), and Pennsylvania (N=19), but none of these states represent more than 10% of the sample. A total of 245 respondents provided the names of the city in which they were located. Among the 180 different cities only six cities provided responses from 5 or more programs; the largest number were received from Clayton, Ohio (N=11; 5%).

The questionnaire was developed by the Wellesley College School-Age Child Care Project (SACCProject) and the NSACCA Professional Development Committee. It appeared in School-Age Notes, and was distributed to NSACCA members and participants in previous NSACCA conferences. Data analysis was conducted by Fern Marx, Research Associate of the SACCProject. This draft report is intended to provide a quick look at the data. The final report will be based on all responses received and reflect further cleaning and analysis of the data. Please note that many questions asked respondents to check all that apply, so percentages may not add up to 100%.

[PERMISSION TO CITE OR USE THIS REPORT MUST BE OBTAINED IN WRITING FROM NSACCA]

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Ellen S. Gannett
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

PS 021631

BEST COPY AVAILABLE

The future of school-age child care

1. School-age child care is most frequently defined as formally organized services for 5- to 13-year-olds before and after school and all day when school is closed and parents are unavailable. Should NSACCA's definition of the field also include the following? Check all that apply. (N=242)

(N)	%	Definition should include:
124	51%	Summer camp
89	37%	13-15 year-olds
71	29%	Recreation/sports
68	28%	Unlicensed drop-in after-school programs
45	19%	Four year-olds
36	15%	Remedial/tutorial programs
8	3%	Other

2. What do you think school-age child care will look like in 10-20 years? Check all that apply. (N=250)

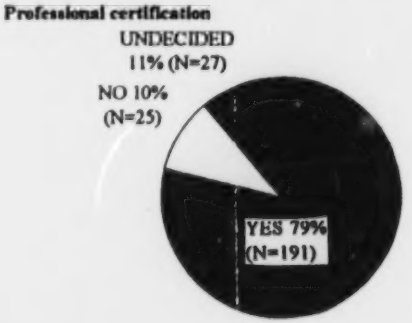
(N)	%	SACC programs will include/be part of:
230	92%	More school-age care in schools
224	90%	Year-round school schedules
188	75%	School/community multi-service family centers
157	63%	More 10-15 year-olds in school-age programs
126	50%	Drop-in programs for older children
61	24%	Three and four year-olds in school-age care
16	6%	Other

3. Several state alliances use the phrase "school age care" rather than "school-age child care" in their organizational name and written material to be inclusive of older school-agers and youth. The issue of changing NSACCA's name to NSACA (National School Age Care Alliance) is being considered by the Board of Directors.

Are you in favor of dropping "child" from NSACCA's name? (N=242)

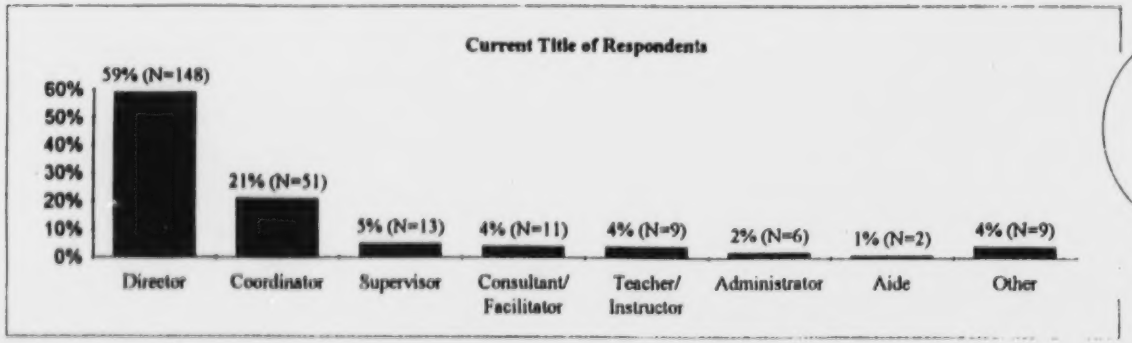
N	%	In favor of dropping "child"
129	53%	YES
76	31%	NO
37	15%	UNDECIDED

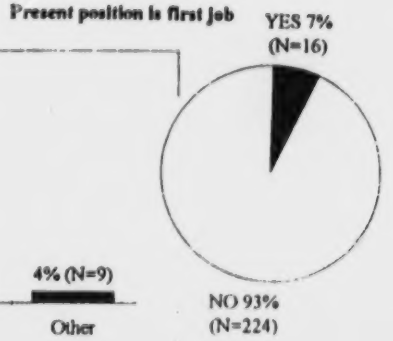
4. Are you in favor of some kind of professional certification for school-age child care providers such as the Child Development Associate (CDA) Credential or through state licensing? (N=243)



Your background in SACC

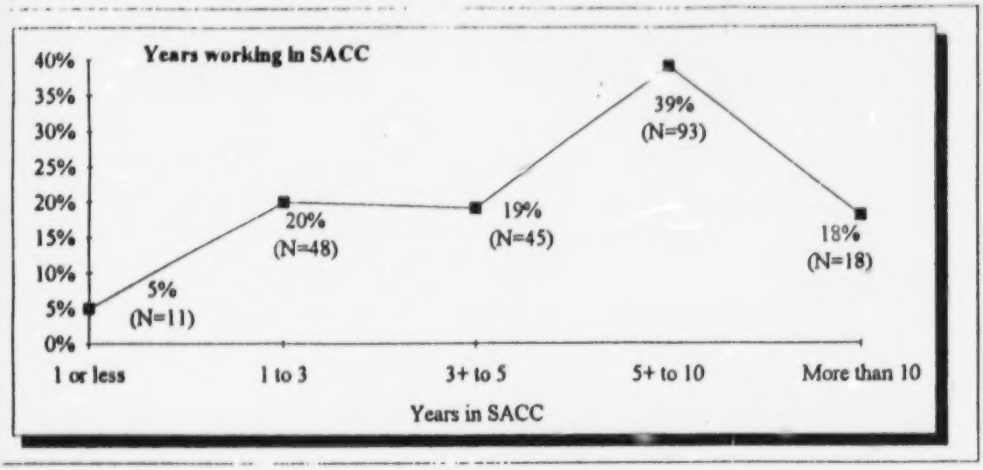
5. What is your current title? (N=249)





Your background in SACC (continued)

6. How long have you worked in school-age child care? (N=240)
Range: Two months to 20 years. Average: 7.2 years.



7. What types of academic preparation did you receive before entering the school-age child care field? Check all that apply. (N=245)

N	%	Area of preparation
132	54%	Early Childhood Education
126	51%	Elementary Teacher Education
71	29%	Psychology
68	28%	Other*
43	18%	School-Age Child Care
36	15%	Recreation and Leisure Studies
30	12%	Social work
26	11%	Secondary teacher education

* Other includes Administration/non-profit management/business (N=15), Special Education (N=8), General Education (N=3), Other (N=43): Home Economics, Sociology, Human Services, Art, Communications, Political Science, English, etc.

What is the highest degree you obtained? (N=246)

N	%	Highest Degree
133	54%	Bachelor Degree
69	28%	Master Degree
19	8%	Associate Degree
14	6%	High School diploma
9	4%	Doctorate
2	1%	Other

In what field did you obtain this degree? (N=235)

N	%	Field
47	20%	Elementary/ Secondary Education
42	18%	Early Childhood Education
33	14%	Other education or recreation
38	16%	Other*
19	8%	General Education
18	8%	Psychology/ Social work
14	6%	Child Development
13	6%	Management/business/administration
5	2%	Home Economics
4	2%	Special Education

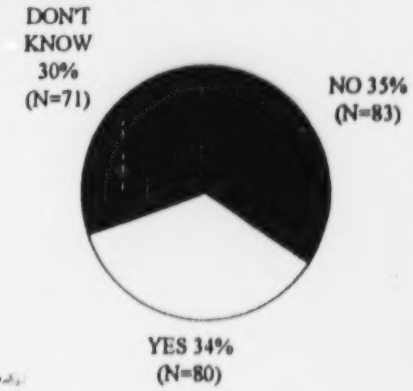
* Other includes: Communication, Political Science, Religion, Science, foreign lanuages, arts, etc.

8. What training have you received since working in school-age child care? Check all that apply. (N=248)

N	%	Type training	Average #
220	89%	Workshops	22
192	77%	Staff meeting: training/presentations	
188	76%	Local SACC conferences	5
88	36%	NSACCA conferences	2
79	32%	Continuing Education courses	7
69	28%	Credit bearing college courses	5
61	25%	SACC Leadership Institutes	2
50	20%	Other*	

* Other includes: other types of conferences, training (N=29); work to degree (N=11); NAEYC conferences (N=9), Other (N=5)

9. Is there any comprehensive training and professional development plan which includes school-age care in your state? (N=234)



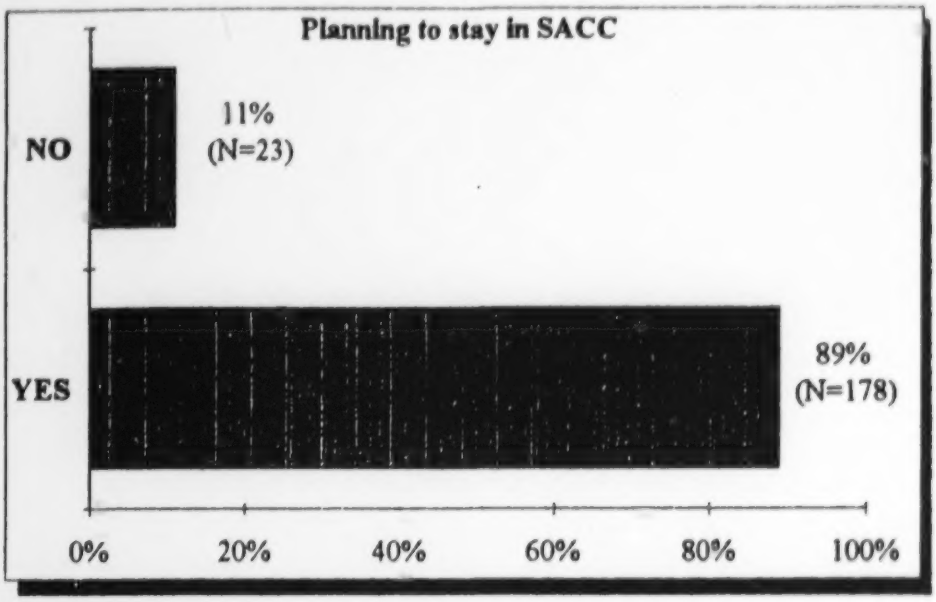
10. What training/preparation have you found most helpful in fulfilling the responsibilities of your current job? Note: some respondents provided more than one description of the training/preparation they have found most helpful, so percentages do not add up to 100%. (N=222)

N	%	Training/ preparation
78	35%	Workshops, seminars, institutes
70	32%	Inservice, on-the-job training
48	22%	Conferences
37	17%	Formal coursework, certification
30	14%	Networking, site visits, colleague support
23	11%	Training in child development
14	6%	Self-study, reading, manuals
16	7%	Other

11. What training, support, or networking opportunities have you been unable to find? Note: some respondents identified more than one type of training, support, or networking that was not available. (N=98)

N	%	Other opportunities
22	22%	Local training opportunities
18	18%	School-age specific courses/training
13	13%	Training specific to directors/coordinators
12	12%	Additional workshops/training/conferences
37	37%	Other

12. Do you plan to stay in SACC? (N=201)



Why or why not? Note: some respondents provided several answers, so percentages do not add up to 100%. (N=177):

N	%	Reasons
122	69%	Enjoy the work
13	7%	Too demanding/ exhausting
9	5%	Poor pay
6	3%	Leaving for another job
4	2%	Leaving for training/ school
4	2%	Like to move into administration
38	21%	Other*

*Other includes: unsure, deciding between two options, SACC small part of job, other goals, want full-time, parents difficult, lack of benefits, good networking, other support, etc.

13. If you do not stay in the field, where will you go next? (N=106)

N	%	If leave field, move to:
35	33%	Teaching
12	11%	Upper management
6	6%	Back to school
5	5%	Counseling
3	3%	Stay at home w/ own children
45	45%	Other*

*Other includes: college staff, sports director, recreation/ leisure, business, library science, communications, service organization, advocacy, state agency, retirement, etc.

14. What incentives do you have, or would you need to stay in the field? Note: some respondents mentioned several incentives, so percentages may not add up to 100%. (N=172)

N	%	Incentives
106	62%	Better pay
45	26%	Support, recognition, respect, understanding
36	21%	Benefits
23	13%	Advancement, challenge, stimulation
16	9%	Better quality programs
14	8%	More financial backing (state, federal)
9	5%	More training
36	21%	Other*

* Other includes: accreditation, certification in SACC, longer hours, enforced licensing, more staff, less administrative, none needed, happy contented children, etc.

15. Which of the following would you consider a promotion? Check all that apply. (N=244)

N	%	Consider a promotion
149	65%	Stay in same job but receive more pay
94	41%	Move to similar job with more responsibility
87	38%	Move to a new job
30	13%	Other*

*Other includes: office support, more hours, full-time work, title upgrade, upward movement on supervisory level, working in larger, town-wide program, etc.

16. To what professional organizations do you belong? Check all that apply. (N=244)

N	%	Professional organizations
146	60%	NAEYC (National Association for the Education of Young Children
144	59%	NSACCA (National School-Age Child Care Alliance
59	24%	PTA's or PTO's
19	8%	ACEI (Association for Childhood Education International)
13	5%	NCEA (National Community Education Association)
11	5%	NRPA (National Recreation and Park Association)
10	4%	NCCA (National Child Care Association)
9	4%	NEA (National Education Association)
160	66%	Other*

*Other includes: local SACC organizations (N=102), local AEYC chapters (N=31), and other (N=62): National Principals Association, School Administrators Association, Association for Supervision and Curriculum Development, WEEA, NCCC, LECA, NASW, Ecumenical Child Care Network, Association of Christian Schools International, state NEA, etc.